



Technology Plan

July 1, 2012 to June 30, 2015

Francis Reh Public School Academy
2201 Owen St.
Saginaw, MI 48601
989.753.2349
School Code: 73909

Contact: Jim Salliotte
Contact Phone: (313) 319-2171
Contact E-Mail: jim.salliotte@leonagroup.com

www.leonagroup.com/tech/2012_FRA_techplan.pdf

Saginaw Intermediate School District

Table of Contents

A. Introductory Material	
1. Mission	3
2. Introduction	3
B. Vision & Goals	
1. Vision	4
2. Goals	4
C. Curriculum	
1. Curriculum Integration	5
2. Student Achievement	6
3. Technology Delivery	8
4. Parental Communications & Community Relations	8
5. Collaboration	9
D. Professional Development	
1. Professional Development	9
2. Supporting Resources	10
E. Infrastructure, Hardware, Technical Support & Software	
1. Infrastructure Needs/Technical Specifications & Design	11
2. Increase Access	12
F. Funding & Budget	
1. Budget & Timetable	12
2. Coordination of Resources	15
G. Monitoring & Evaluation	
1. Evaluation	15
2. Acceptable Use Policy	16

Mission Statement

Francis Reh Public School Academy – in coordination with families and community stakeholders – will provide for students a safe, nurturing and intellectually challenging environment where high expectations will promote personal responsibility and academic excellence.

Introduction

Francis Reh Academy is a public charter school located in Saginaw, MI. It is managed by The Leona Group, L.L.C., a private corporation with headquarters in East Lansing, MI. This is the academy's 14th year of operation. Enrollment for the 2011-12 academic year is currently 390 students in grades K-8 and an additional 32 grant funded preschool students. Many of our students live in single family households. At present, 98% participate in the free/reduced priced lunch program.

Our main building is a three-story structure with 16 classrooms, library, computer lab and full size gymnasium. Our early childhood building houses 4 additional classrooms. The academy is located in an older residential area and is in very good condition.

In addition to the 20 full-time classroom teachers, the academy employs 3 special education teachers, 1 physical education teacher, 1 part-time visual art teacher and 1 part-time music teacher. All classroom teachers are certified and highly qualified as defined under No Child Left Behind (NCLB).

Francis Reh support staff is detailed in the table below.

Position	Number	FT/PT
Instructional Coach	1	FT
Community Liaison	1	FT
Social Worker	1	PT
LRE Aide	2	PT
Speech Therapist	1	PT
Para-Educator	11	FT/PT
Office Manager	1	FT
Food Service Director	1	FT
Food Service Cook	2	PT
Lunch Aide	2	PT
Maintenance	1	FT
Hall Monitor	1	PT

Technology Planning Team

The Francis Reh Academy Technology Planning Team is a group of teachers, administrators, technology coordinators and a parent representative and a board member. The Technology Planning Team is listed below:

Name	Position
Rachael Parks	Technology Director
Jim Salliotte	Midwest Technology Manager
Kate Scheid	School Leader
Darlene Johnson	Parent Representative
Maria Beckman	Board Member
Jennifer Crowl	Teacher/School Improvement Team
Ben Watkins	Teacher
Chad Frasle	Technology Coordinator
Linda Simmons	Instructional Coach
Angela Turner	Community Liaison
Barbara Barrett	Regional Vice President
George Matt	Technology Coordinator

Vision

The main goal for integrating technology at Francis Reh Public School Academy is increased student learning for the ever changing world we live in. Technology is the driving force of our society and our students need to be at the forefront to compete. By integrating technology, students will have a better grasp at how to work and learn in the 21st century.

Goals

Francis Reh Academy's technology planning initiative dates back to 2001 and is largely due to the efforts of former school leader, Diane Hofman and the school improvement team. Together, they have brought the school forward technologically.

All of the teachers believe in the value of technology and sincerely want to incorporate it into their classroom structure. Since 2001 the academy has made significant gains in the use of technology hardware, software and web-based programs. The academy continues to upgrade hardware, use new software, tap into human resources, provide appropriate professional development activities and move Francis Reh Academy forward as indicated in the school improvement plan.

As related to the long-term vision and academy mission, the 3 major goals of the technology plan are:

- Upgrade hardware and software
- Provide continual training and support to district staff in current and emerging technology
- Integrate technology instruction at all levels and content areas

Curriculum Integration

Francis Reh Academy's specific technology goals are aligned with state/national standards. They are listed below:

- The academy will replace outmoded computers, interactive whiteboards, projectors and document cameras.
- The academy will purchase accessories to be used with technology. These include, but are not limited to, electronic microscopes, interactive whiteboard slates, and other hand-held devices.
- Academy students will receive valuable hands-on experience in word processing, graphic design, analytical problem solving and systematic research skills.
- Academy students will have weekly instruction in usage of computers/laptops in the classroom or lab.
- Academy instructional staff will research and collaborate regarding curricula and teaching strategies that integrate technology into the classroom and expand upon current practices
- The academy will continue using administration software that allows us to minimize the time required for reporting and maximizes the information received from data.
- Methods for evaluating the 8th grade technology standards have been developed by the *Standards (METS) Checklist* and the *Educational Technology Standards and Expectations (ETSE)* were the reference documents used in the creation of the academy's 8th grade assessment.

Student Achievement

At Francis Reh Public School Academy technology is integrated into curricula and instruction in many ways. Below are the strategies for English Language Arts, Math, Science and Social Studies:

Technology Integration Description: English Language Arts	Grade Levels	Timeline
Accelerated Reader is aligned with schoolwide curricula and supports instruction by allowing varying levels of content practice to occur at one time. Immediate feedback allows the student and teacher to make instructional adjustments as necessary. Teachers will implement Accelerated Reader weekly.	K-8 th	Ongoing
Interactive white boards will be integrated into classroom instruction daily.	K-8 th	Ongoing
Study Island web-based program is aligned with schoolwide curricula and will be integrated into weekly instruction.	2 nd -8 th	Ongoing
Ed Performance Series web-based assessment provides immediate feedback to teachers. Classroom instruction is adjusted accordingly to support student mastery of grade level expectations. Ed Performance Series web-based program is aligned with schoolwide curricula and provides lessons that will be integrated into weekly instruction.	2 nd -8 th	Ongoing
<i>Reading a-z</i> supports instruction by providing direct and differentiated instructional opportunities for students at all reading levels. <i>Reading a-z</i> will be implemented as needed.	K-3 rd	Ongoing
<i>Raz</i> supports instruction by providing direct and differentiated instructional opportunities for students at all reading levels. <i>Raz</i> will be implemented as needed.	K-5 th	Ongoing
STAR Reading provides immediate feedback to teachers. Classroom instruction is adjusted accordingly to support student mastery of grade level expectations.	K-2 nd	Ongoing
STAR Early Literacy provides immediate feedback to teachers. Classroom instruction is adjusted accordingly to support student mastery of grade level expectations	K-2 nd	Ongoing
Hardware, software and web-based programs will be purchased, updated and/or replaced to meet students' academic needs.	K-8 th	Ongoing

Technology Integration Description: Mathematics	Grade Levels	Timeline
Accelerated Math is aligned with schoolwide curricula and supports instruction by allowing varying levels of content practice to occur at one time. Immediate feedback allows the student and teacher to make instructional adjustments as necessary. Teachers will implement Accelerated Math weekly.	2 nd -8 th	Ongoing
Interactive white boards will be integrated into classroom instruction daily	K-8 th	Ongoing
Calculators will support classroom instruction as needed	3 rd -8 th	Ongoing
Study Island web-based program is aligned with schoolwide curricula and will be integrated into weekly instruction	2 nd -8 th	Ongoing
Ed Performance Series web-based assessment provides immediate feedback to teachers. Classroom instruction is adjusted accordingly to support student mastery of grade level expectations. Ed Performance Series web-based program is aligned with schoolwide curricula and provides lessons that will be integrated into weekly instruction.	2 nd -8 th	Ongoing
STAR Math provides immediate feedback to teachers. Classroom instruction is adjusted accordingly to support student mastery of grade level expectations.	K-1 st	Ongoing
Hardware, software and web-based programs will be purchased, updated and/or replaced to meet students' academic needs.	K-8 th	Ongoing

Technology Integration Description: Science	Grade Levels	Timeline
Interactive white boards will be integrated into classroom instruction daily	K-8 th	Outgoing
Study Island web-based program is aligned with schoolwide curricula and will be integrated into weekly instruction	2 nd -8 th	Ongoing
Ed Performance Series web-based test provides immediate feedback to teachers. Classroom instruction is adjusted accordingly to support student mastery of grade level expectations. Ed Performance Series web-based program is aligned with schoolwide curricula and provides lessons that will be integrated into weekly instruction.	2 nd -8 th	Ongoing
Video/DVD materials support the curricula and will be integrated into instruction as needed.	K-8 th	Ongoing

Hardware, software and web-based programs will be purchased, updated and/or replaced to meet students' academic needs.	K-8 th	Ongoing
--	-------------------	---------

Technology Integration Description: Social Studies	Grade Levels	Timeline
Interactive white boards will be integrated into classroom instruction daily.	K-8 th	Ongoing
Study Island web-based program is aligned with schoolwide curricula and will be integrated into weekly instruction.	2 nd -8 th	Ongoing
Video/DVD materials support the curricula and will be integrated into instruction as needed.	K-8 th	Ongoing
Hardware, software and web-based programs will be purchased, updated and/or replaced to meet students' academic needs.	K-8 th	Ongoing

Technology Delivery

Francis Reh Academy has over 150 computers attached to Local Area Networks and internet. All classrooms contain a teacher computer and student workstations. All classrooms in K through 8th grades have digital projectors and interactive whiteboards. Grades 1-8 also has document cameras. Web-based programs, such as Study Island and Starfall are used to enhance and differentiate instruction both at home and the academy.

The academy is a small preschool through grade 8 program and on-line courses are not appropriate.

Parental Communications & Community Relations

Teamwork is required for success. There are many stakeholders involved and clear, consistent communication is crucial. Parent, students, staff, local leaders, educational experts, business partners and community members must be included. We will communicate the academy's goals and progress in the following ways:

- **Newsletter** - The academy has a regular newsletter for important announcements and items of interest. A technology column addresses student use and new developments.
- **Website** - The academy's website is continuously updated to inform parents and the community about general news, activities, policies and other information. The technology plan is available on the website.
- **E-mail** - Day to day information is communicated to staff via e-mail. All staff have active e-mail addresses and check their mail frequently. This allows for prompt, consistent distribution of all information, including technology use. Teachers also communicate with families via e-mail upon request.

- **Parent Meetings** - Both formally and informally, the staff maintains parent communication to keep families informed. Face to face contact is highly effective and promotes trust with parents. The Parent Community Togetherness committee meets monthly to discuss academic, family and community issues. One of these issues is the status of technology, parents participate in technology demonstrations and technology plan development and assessment.
- **Telephone** - Academy staff communicate frequently via telephone to relay information about students, events and concerns.
- **News Media** - Whenever appropriate, local news outlets are notified about activities at Francis Reh Academy. These positive stories share the good news and accomplishments of the academy.

Collaboration

Francis Reh Academy is committed to meeting the needs of its families. As a small preschool - 8 district, the academy does not directly provide adult literacy, GED or ESL services. Resources regarding area programs are available in the academy's office. The academy's community liaison will support families in finding the resources or programs that best fit their needs.

Professional Development

Francis Reh Academy supports on-going professional development in the area of technology and plans to:

- Provide technical support and technology development opportunities to staff so they can gain the confidence and skills to successfully integrate and effectively use technology in the classroom
- Establish minimum levels of technological proficiency
- Provide access to a vast array of resources

In compliance with the requirement of No Child Left Behind, teachers will be required to meet guidelines for technical expertise as they become available from the state. Professional development will be available for those who need assistance in meeting those standards.

The academy's professional development strategies for technology are listed below:

Encourage and support interdisciplinary projects and thematic instruction using technology

- Encourage and support the use of interdisciplinary projects/thematic instruction on an on-going basis
- Provide in-service and technology for the implementation of interdisciplinary project/thematic instruction on an on-going basis

Enhance instruction with multimedia use

- Provide instruction in creating multimedia projects on an on-going basis
- Provide training in power point and multimedia software on an on-going basis
- Provide training in creating websites on an on-going basis

The Technology Planning Team is responsible for identifying and coordinating routine, frequent and on-going in-service opportunities within the academy

- The technology team, in coordination with the school improvement team, will identify and provide staff development and training on an on-going basis
- Use knowledgeable staff, technology liaison and TLG technology coordinator to provide instruction in technology use on an on-going basis

Support staff from the Technology Planning Team will complete annual hardware and software inspections

- The Leona Group L.L.C. works with the academy's technology coordinator to maintain an up-to-date inventory of all technology
- Each summer an annual inventory is taken

The Technology Planning Team will keep the academy's administration and staff aware of the latest technology to enhance student learning.

- Make information on seminars, workshops, etc. readily available on an on-going basis
- Send a representative from the Technology Planning Team to view new technologies on an annual basis

Correlate K-8 grade-level planning

- Curriculum mapping to be used throughout the academy using computer programs, e-mail, etc. on an on-going basis

Educate staff in the state and national technology standards

- Integrate technology standards and benchmarks into the annual curriculum mapping process
- Use tools for evaluating staff and student technology expertise

Prior to the start of each school year an on an on-going basis the academy provides training for returning and new staff.

Supporting Resources

Francis Reh Academy strives to keep all staff on the cutting edge of technology by ensuring the use of academy policies, printed materials, REMC materials and videos, informational website, instructional software, Renaissance Learning programs, Curriculum Crafter Tool, and higher education support in Scantron/EdPerformance Series.

Infrastructure Needs/Technical Specification and Design

Francis Reh Academy has developed a technology infrastructure for high-speed transmission of data and voice services to staff, students and the community. An updated T1 internet connection provides services throughout the building. Security and content filtering are provided by a firewall. The academy's computers, printers and copier are all networked ensuring the interoperability of all equipment. In the future Francis Reh will transition to 10+ meg speed internet.

A current list of the academy's hardware, software, network infrastructure, telecommunications and other services is below:

Hardware

- HP Server (2)
- Cisco Switch (3)
- Desktop Computer (68)
- Laptop Computer (60)
- Color Printers (3)
- B/W Printers (19)
- Copy Machine with Scanning Capability (1)
- Digital Camera (2)
- Fax (1)
- Document Camera (18)
- Digital Projector (19)
- Interactive White Board (18)
- Telephone (30)
- Television/VCR (14)
- Netbooks (10)
- Kindles (20)
- iPad (3)

Software

- Windows 7
- Microsoft Office Suite
- Microsoft Student Suite
- Learning Essentials
- Grade Quick
- AdminPlus
- Adobe Reader 9
- Forefront
- Citrix

The academy will continue to acquire additional technologies, including hand-held devices to improve instruction and student learning. Web-based programs will be secured as needed to improve differentiated instruction in the classroom.

An on-site technology coordinator provides an immediate response to technology issues. The Leona Group, L.L.C. also provides an IT team consisting of various professionals with different strengths and areas of expertise. The team works to ensure that everything runs smoothly and keeps moving forward. These professionals work with the school on a regular basis.

Increase Access

The substantial amount of equipment and software made available to the staff and students of Francis Reh Academy assures extensive computer access. Web-based programs such as, Renaissance Learning's Accelerated Math and Accelerated Reader, Study Island and Reading A-Z provide all students with effective, differentiated access to meet them where they are and provide support to take them to the next level.

Francis Reh Academy has an on-going commitment to meet the needs of all students. The Individuals with Disabilities Education Act (IDEA) requires that assistive technology devices and services be made available to a child with a disability if required as part of a student's IEP. Staff training to ensure effective use of assistive technologies is also provided.

Timetable and Budget

Francis Reh Academy is a public charter school that is managed by The Leona Group. The school is funded in the same manner as traditional schools, on a per pupil funding allocation. Consistent with most schools or small businesses, the academy must establish spending priorities based upon the program needs identified by the school improvement team, the board of directors and the expertise of the professional management service specialists.

We also actively pursue grants in aid from federal and state agencies, as well as from various private sources. Francis Reh Academy receives federal "E-Rate" grants for such necessities as network cabling, internet service, and telephone charges both local and long distance. We also receive Title I, Title IIa and 31a.

In an effort to keep our costs down, we intend to take advantage of the group buying power of REMC and AEPA. They have substantial discounts for Michigan school districts and pre-negotiated with vendors. This will ensure that we receive the best prices for various technological needs.

As a further effort to control costs, we will be implementing school administration software that allows us to minimize the time required for reporting and maximize the information we receive out of our data. This will also allow preformatted output for the Michigan SRSD requirements.

The following timeline shows our future goals and objectives:

Year 2012-13

- Replace older and outdated technology equipment – including computers, printers, projectors, document cameras and interactive white boards.
- Update network documentation.
- Perform software audit to ensure license compliance.
- Acquire additional student use hand-held technologies

Year 2013-14

- Replace older and outdated technology equipment – including computers, printers, projectors, document cameras and interactive white boards.
- Perform software audit to ensure license compliance.
- Update network documentation.
- Acquire additional student use hand-held technologies

Year 2014-15

- Replace older and outdated technology equipment – including computers, printers, projectors, document cameras and interactive white boards.
- Perform software audit to ensure license compliance.
- Update network documentations
- Acquire additional student use hand-held technologies

Fiscal Year 2013			
Item	Local District	Grants	Donations
Supplies	1,200		
Contracted Services	9,910		
Salaries/Benefits	29,485		
License Fees	11,500		
Equipment	2,000	10,000	
Software	500		
Internet	672	6,048	
Professional Development	1,000	1,500	

Fiscal Year 2014			
Item	Local District	Grants	Donations
Supplies	1,200		
Contracted Services	11,000		
Salaries/Benefits	30,500		
License Fees	12,000		
Equipment	1,500	10,000	
Software	500		
Internet	672	6,048	
Professional Development	1,000	1,500	

Fiscal Year 2015			
Item	Local District	Grants	Donations
Supplies	1,200		
Contracted Services	11,000		
Salaries/Benefits	31,500		
License Fees	12,500		
Equipment	1,500	10,000	
Software	500		
Internet	672	6,048	
Professional Development	1,000	1,500	

Coordination of Resources

Francis Reh Academy continues to seek additional funding through local, state and federal sources. Strategies employed to effectively coordinate funding sources are:

- Line items for technical support, professional development, maintenance, replacement and service costs are included in the academy's annual budget.
- The Leona Group, L.L.C. (TLG) works with CDW to secure technology at the best prices available.
- All appropriate local, state and federal grant opportunities are investigated and researched. Applications are completed and funding secured whenever possible and appropriate.
- The Federal Universal Service Fund for Schools and Libraries, also known as the E-rate program, provides discounts on telecommunications services for the academy. The cost savings allows the academy to complete additional, high quality upgrades.

Evaluation

Francis Reh Academy has the following plan to continually evaluate and monitor the effectiveness and progress of the technology plan:

- Quarterly staff reports regarding technology implementation, student usage and effectiveness
- Quarterly review of the technology budget, to ensure that finances are adequate to meet the academy's technological needs
- Annual student survey regarding technology usage and effectiveness
- Annual parent/family survey regarding technology
- Monthly Parent Community Togetherness meetings where technology is discussed
- Monthly technology team meetings where the plan components and goals are reviewed, analyzed and discussed
- Weekly staff meetings where staff technology concerns are addressed
- Continuous review of staff's ability to integrate technology into the curriculum

Success will be determined by positive responses on staff, student and parent surveys, student and staff usage of technology and completion of timeline goals. The technology team is responsible for creating and evaluating surveys. The academy will also measure our progress against state benchmarks and guidelines as set forth in the Michigan Curriculum Framework, NCLB and Michigan Common Core Standards

The technology team makes recommendations to the academy administration and board regarding changes in direction and/or strategy to ensure that the academy's technology needs and goals are being met. Alterations are made as necessary and all staff are kept up to date with changes.

Acceptable Use Policy

For Charter School Academies
Administered by The Leona Group, L.L.C.
Drafted June, 2001

OUR GOAL: A SAFE, SENSIBLE APPROACH

As a student at this school...

1. You must never reveal personal information, your name, where you live, your parents' names, your telephone number, or where you go to school.
2. Don't send pictures of yourself or your family through the Internet.
3. Always tell your teacher about any web site that makes you feel uncomfortable, or any communication that uses threatening or bad language.
4. Remember that people on the Internet can be anyone, anywhere. Be careful to protect yourself, your fellow students, and your family.
5. Only visit web sites that are appropriate for school. If you see something that you know isn't right, back out of it immediately or shut down your browser.
6. Make good choices. Do not accept product offers or other opportunities to send you information through the Internet without your parents' specific approval.
7. Avoid chat rooms. They are not allowed, ever.
8. Never send or receive e-mail messages without permission from school authorities. If the principal or computer instructor didn't say you are allowed e-mail privileges, they are expressly forbidden.
9. Don't agree to meet someone you've met on the Internet. Tell a grownup about anyone who even suggests this.
10. Follow the policies in the written Internet contract which you and your parents signed at the beginning of the year.

CONSEQUENCES

The key to a successful Internet safety system is adult supervision. Nothing can replace the influence of a vigilant teacher. Students who knowingly violate the recommended guidelines will lose their Internet or computer privileges, and in extreme cases a parent conference must be scheduled.

In keeping with the requirements of CIPA (Children's Internet Protection Act) the school has filtering software that monitors and blocks inappropriate web usage. The technology coordinator, in cooperation with the principal, will work to prohibit access to sites that are not appropriate, such as game or entertainment sites with no academic value. Filtering software is not perfect, but it is an important part of our overall program.